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ABSTRACT

The publication describes the special education programs and services for exceptional children in the Los Angeles City Schools. Content is organized under the three following major sections: physically exceptional pupils (discussing the deaf and hard of hearing, orthopedically handicapped and other health impaired, speech handicapped, and visually handicapped), mentally retarded and educationally handicapped pupils (discussing the trainable mentally retarded, development centers for handicapped minors, and the educationally handicapped, i.e., children with learning and/or behavior disorders), and other services. The review of services deals with auxiliary services provided for exceptional children, which consist of student rehabilitation and occupational training, remedial physical education, driver training, psychological services, and specially funded programs. Chapters on the various areas of exceptionality contain definitions pertaining to the education of children with each exceptionality, eligibility and placement, current programs, and program objectives. Maps indicating the locations of special facilities and programs are also included. (KW)

ED 047459

We Serve The Exceptional Child

LOS ANGELES CITY SCHOOLS
SPECIAL EDUCATION BRANCH

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WE SERVE THE EXCEPTIONAL CHILD

SCHOOLS, CLASSES, PROGRAMS AND SERVICES
FOR CHILDREN WITH
SPECIAL PHYSICAL AND EDUCATIONAL NEEDS

Edited by JUNE G. RUTGARD

Los Angeles City Schools
Special Education Branch
Publication No. 681
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"To every man his chance, to every man, regardless of his birth, his shining golden opportunity. To every man the right to live, to work, to be himself, and to become whatever thing his manhood and his vision can contribute to make him. This . . . is the promise of America."

. . . Thomas Wolfe

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FOREWORD

We Serve the Exceptional Child is an informative publication written not only for general and special educators, but for all who serve exceptional children in any capacity in the schools. It is hoped that this publication will prove useful and provide information to: (1) teachers planning to specialize in the field; (2) special education teachers, counselors, coordinators, supervisors, and school administrators who work with large numbers of cases of exceptionality; and (3) those outside of education, such as parents and others associated with exceptional children.

The content of this publication has been organized under twelve major chapters, which in turn, have been divided into specific sections. Section I, "Physically Exceptional Pupils," chapters one through four, comprises the groups of children classified as "physically handicapped minors," (California Education Code, Sections 6901 and 6902).

Section II, "Mentally Retarded and Educationally Handicapped Pupils," chapters five through seven, discusses (1) The Trainable Mentally Retarded, (California Education Code, Sections 6901 and 6903); (2) Developmental Centers for Handicapped Minors, (California Education Code, Section 19845.2) and (3) Educationally Handicapped, (California Education Code, Section 6750).

Section III, "Other Services," chapters eight through twelve, deals with auxiliary services provided for exceptional children in the Los Angeles City Schools which consist of (1) Student Rehabilitation and Occupational Training; (2) Remedial Physical Education; (3) Driver Training; (4) Psychological Services; and (5) Specially Funded Programs. These services evaluate, enrich, and otherwise extend the potentials of students in the various programs.

The chapters which discuss the various areas of exceptionality are broad in scope and follow a similar format, with sections in each containing definitions pertaining specifically to the education of exceptional children, placement, current programs and program objectives. In addition, maps indicating locations of special programs and facilities, as well as photographs of children in the programs, are included throughout the publication.

J. GRAHAM SULLIVAN
Deputy Superintendent

ACKNOWLEDGMENTS

The original and revised editions of *We Serve The Exceptional Child* have been developed through the joint efforts of administrators, supervisors, coordinators, specialists, teachers, and children who have generously assisted in depicting the various phases of the Special Education program of the Los Angeles City Schools.

Special gratitude is extended to June C. Rutgard, Special Resource Teacher, McBride School (elementary physically handicapped). *June Rutgard has gone beyond the "call of duty" as editor to make this publication of such quality as to properly represent our pride in our schools and the children we serve.*

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ERNEST P. WILLENBERG
Director
Special Education Branch

INTRODUCTION

Children differ from each other in a variety of ways intellectually, physically, socially and emotionally. When such differences exist which deviate from the "average" or "normal" to such a degree that special instruction, programs, and services are needed, we refer to these children as "exceptional." The term "exceptional," therefore, is used to describe pupils whose educational needs are very different from those of the majority of school children.

The Special Education Branch of the Los Angeles City Schools provides extensive educational opportunities to children with handicaps of vision, speech, hearing, or other severe physical limitations, as well as to those with marked limitations in educational abilities, learning problems, social and emotional difficulties.

The classroom procedures incorporate the most practical current adaptations which are available under present circumstances and within the framework of current legislation and education codes. The daily classroom conduct conforms to requirements laid down by the Los Angeles City School System. Children who form the population of classrooms are held to the same standards as are mainstream classes for attendance, with any modification which may be considered for special problems.

which may be considered for special problems.

Basic curriculum utilizes adapted texts in all subject areas. Supplementary texts and materials are correlated to the prescribed curriculum as related to specific handicaps.

Programs and services are both varied and comprehensive, providing for the following:

1. Placement of pupils in both elementary and secondary school levels
2. Special day schools and classes for those who require separate facilities
3. Combined education and treatment in a multi-agency approach
4. Programs of instruction permitting maximum educational participation in the milieu of the non-handicapped
5. Remedial instruction for children enrolled in either special education or regular classes
6. Specialized supplementary teaching services for multi-handicapped pupils
7. Individual instruction of hospitalized pupils
8. Special day classes for hospitalized pupils and group teleclass instruction by means of the telephone for the homebound
9. Teacher preparation and in-service training
10. Evaluation of special needs
11. Vocational counseling, training and placement
12. Practical skills training
13. Assessment service centers
14. Remedial physical education
15. Development centers for handicapped minors
16. Research

CREED FOR EXCEPTIONAL CHILDREN

WE BELIEVE in the American promise of equality of opportunity, regardless of nationality, cultural background, race, or religion.

WE BELIEVE that this promise extends to every child within the borders of our country no matter what his gifts, his capacity, or his handicaps.

WE BELIEVE that the nation as a whole, every state and county, every city, town, and hamlet, and every citizen has an obligation to help in bringing to fruition in this generation the ideal of a full and useful life for every exceptional child in accordance with his capacity: the child who is handicapped by defects of speech, of sight, or of hearing; the child whose life may be adversely influenced by a crippling disease or condition; the child whose adjustment to society is made difficult by emotional or mental disorders; and the child who is endowed with special gifts of mind and spirit.

WE BELIEVE that to this end the home of the exceptional child, the schools, the churches, and the health and social agencies in his community must work together effectively in his behalf.

effectively in his behalf.

WE BELIEVE that for the most exceptional children, their parents and teachers are the master architects essential to the planning and building of their future.

WE BELIEVE, therefore, that every appropriate resource of the community must be mobilized, if need be, to aid in maintaining his family life at an adequate social and economic level, and in furnishing guidance and encouragement to his parents.

WE BELIEVE that the teachers of exceptional children must possess the personality, develop the understanding, and acquire the knowledge and skill through special preparation that will enable them to inspire and motivate, as well as teach the art of making a living and a life.

WE BELIEVE that the cooperative efforts of parents and teachers must be encouraged, sustained, and supplemented: by teacher education institutions with curricula and programs based on the knowledge and skills needed in the education of exceptional children, by state departments that will develop challenging standards of program operation, and work with teachers in establishing sound certification procedures; by local school systems that will recruit and employ teachers who are qualified by personality and special preparation; by health and welfare agencies that will provide diagnosis and evaluation, medical and psychiatric care, and social service.

WE BELIEVE in the sensitive interpretation of the exceptional child and his needs by teachers and others in order that an attitude favorable to his acceptance and development may be engendered and sustained in the community.

WE BELIEVE that research designed to increase present knowledge of personality and the learning process, and studies aimed at the improvement of programs of special education are essential to further progress.

ABOVE ALL, WE BELIEVE in the exceptional child himself; in his capacity for development so frequently retarded by the limits of present knowledge; in his right to a full life too often denied him through lack of imagination and ingenuity on the part of his elders; in his passion for freedom and independence that can be his only when those who guide and teach him have learned the lessons of humility, and in whom there resides an effective confluence of the trained mind and the warm heart.

Dr. Leonard Mayo, Director of the Association for the Aid of Crippled Children, New York City, New York.

Section I

PHYSICALLY EXCEPTIONAL PUPILS

Chapter 1

DEAF AND HARD OF HEARING

Possibly no disability exerts an impact on so many aspects of a child's development as does an early, severe hearing impairment. Intelligence, language, oral communication, school achievement, general adjustment, and ability to relate tend to be adversely affected. Such tendencies, however, are no real measure of a child's potential or human worth. Therefore, it is to the advantage of society, as well as to the child's advantage that he be provided with the most skilled instruction education can devise.

DEFINITION

The definitions for deaf and hard of hearing minors are taken from the California Administrative Code, Title 5, Section 191.2 (a-b).

A. DEAF

A minor is deaf if he comes within the following descriptions:

He has a hearing loss in his better ear that is from 70 decibels in the speech range, to inability to distinguish more than two frequencies at the highest measurable level of intensity, with the result that he cannot understand and acquire speech and language through the sense of hearing, even with sound amplification.

He has a hearing loss in his better ear that averages 50 or more decibels in the speech range, and because he has had a sustained loss from babyhood or very early childhood, does not learn language and speech through the unaided ear.

In the combined opinion of a hearing specialist and a qualified educator, he would benefit from the special educational facilities provided for deaf minors.

B. SEVERELY HARD OF HEARING

A minor is severely hard of hearing if he comes within any of the following descriptions:

He has a hearing loss in his better ear that is from 45 to 70 decibels in the speech range and, as a result, suffers delayed speech and language development to such an extent as to hamper his progress in a regular classroom at a rate commensurate with his intellectual ability.

He has a hearing loss in his better ear that averages more than 30 decibels in his speech range; the loss was sustained in babyhood or early childhood, and it has resulted in delayed speech and language development.

He has a hearing loss in his better ear that averages more than 30 decibels in the speech

range, the loss has been diagnosed by a licensed physician and surgeon to be progressive in nature, and the minor, because of delayed speech and hearing development, has need for placement in a special day class or integrated program.

C. THE MODERATELY HARD OF HEARING

A minor is moderately hard of hearing when all of the following statements apply to him:

His has a hearing loss in the better ear of from 20 to 40 decibels in the speech range.

His speech or language is impaired and such impairment presumably is associated with his hearing loss.

His hearing loss interferes with his progress in a regular classroom.

His individual and educational needs indicate placement in a remedial class.

A licensed physician and surgeon, audiologist, or teacher (or specialist) holding a credential in the area of the speech and hearing handicapped, has assessed the extent of the minor's hearing impairment and has recommended that he receive remedial instruction.

PLACEMENT

Eligibility is based on a medical evaluation of the auditory deficit. In determining school placement, consideration is given to: (1) the degree of hearing loss, (2) the onset and etiology of the loss, (3) the possibility of maintaining or improving residual hearing, and (4) the ability to develop an inner language sense. Children may be placed in preschool programs at three years of age.

CURRENT PROGRAMS

A. SPECIAL DAY SCHOOLS – DEAF (ELEMENTARY AND SECONDARY)

The two Los Angeles City Schools which serve hearing impaired pupils are the Mary E. Bennett and the Marlton schools for the Deaf. Bennett School provides classes for pupils between the ages of 3 to 13, while the Marlton School is designed to serve preschool through high school students. Upon completion of junior high classes for the deaf, some of the students remain at Marlton, while others continue their education at one of the three regular high schools which provide integrated classes for the deaf, staffed with special teachers available for additional assistance to these students.

B. INTEGRATED CLASSES – SEVERELY HARD OF HEARING (ELEMENTARY AND SECONDARY)

Nine regular schools, including five elementary, three each at junior high school and senior high school levels, and one special school house integrated classes for students

with moderate to severe hearing losses who require special educational services. In the junior and senior high schools these students participate in non-academic activities (such as physical education, art, etc.) with hearing students, while in their academic studies, special teachers and rooms serve their needs.

C. PRESCHOOL DEAF

Both the Bennett and Marlton schools presently serve preschool deaf pupils. In addition, classes for such children have been established at the Sven Lokrantz and Sophie Salvin schools for the Handicapped, as well as at White Point and Calvert regular elementary schools.

PROGRAM OBJECTIVES

A. DEAF (PRESCHOOL AND ELEMENTARY)

Elementary pupils between the ages of 3 to 13 years whose hearing is so seriously impaired that they cannot acquire communication skills by auditory means.

1. To provide optimum development of the whole child through early school experiences.
2. To encourage appropriate habits of social behavior through emphasis of social skills and provision of social experiences.
3. To increase understanding through sensory learning by providing individual and group instruction in speechreading, speech and language.
4. To develop auditory-preception skills through use of auditory amplification and equipment.
5. To provide instruction, and make necessary adaptations, in core curriculum subjects, such as reading, writing and arithmetic.

B. DEAF (SECONDARY DAY SCHOOL)

Junior and senior high age students who are deaf, and whose hearing loss and academic ability prevent them from progressing satisfactorily in regular classrooms or the integrated programs for the deaf.

The major goals for secondary students at Marlton are as follows:

1. To provide an optimum educational environment in which the deaf and hard of hearing can develop their individual abilities, talents, and interests to their fullest potential regardless of the handicapping conditions.
2. To enable the deaf and hard of hearing to function in society as literate adults with whole personalities.
3. To provide a variety of instructional techniques and programs to develop maximum ability to function and express themselves in an adult world.

The Morton Secondary Day School Program Provides:

1. Special instruction in communication skills stressing the interrelationship of speech, reading, writing, speechreading, and manual communication—the total approach.
2. A multi-media, multi-sensory approach in teaching deaf and hard of hearing pupils.
3. Instruction in basic academic concepts and skills designed to meet the individual needs of the student.
4. Instruction and experiences in vocational education, student rehabilitation counseling and services, and work experience program.
5. Instruction in family living, recreation, home arts and fine arts and extra curricular activities.

C. HARD OF HEARING (ELEMENTARY)

Elementary age pupils who are not deaf, but whose hearing losses prevent them from progressing satisfactorily in a regular class.

To provide opportunity for these pupils to attend classes with hearing children and participate in the same learning activities.

Questions regarding these programs should be referred to Maurice V. Moriarty, Coordinator, Deaf and Hard of Hearing, 625-8811, Ext. 2788.

PROGRAMS FOR THE DEAF AND HARD OF HEARING

Elementary and Secondary

SECONDARY INTEGRATED PROGRAMS FOR THE DEAF AND HARD OF HEARING

Chapter 8

ORTHOPEDICALLY HANDICAPPED OR OTHER HEALTH IMPAIRED

In the light of modern educational philosophy and current trends in child growth and development, the curriculum for the orthopedically handicapped or other health impaired has developed from the needs and abilities of the individual child. An ideal program for this group of children includes all phases of his growth . . . social and emotional as well as physical and mental.

DEFINITION

The definitions for orthopedic or other health impairment are taken from the California Administrative Code, Title 5, Section 191.3 (f and i):

(f) A minor is orthopedic or other health impaired if a licensed physician and surgeon finds in his diagnosis that the minor has a serious impairment of his locomotion or motor function and that the impairment was caused by crippling due to one of the following:

(1) Cerebral Palsy.
(2) Poliomyelitis.
(3) Infection, such as bone and joint tuberculosis and osteomyelitis.
(4) Birth injury, such as Erb's palsy or fractures.
(5) Congenital anomalies, such as congenital amputation, clubfoot, congenital dislocations, or spina bifida.
(6) Trauma, such as amputations, burns, or fractures.
(7) Tumors, such as bone tumors, or bone cysts.
(8) Developmental diseases, such as coxa plana or spinal osteochondritis.
(9) Other conditions, such as fragile bones, muscular atrophy, muscular dystrophy, Perthes' Disease, hemophilia, uncontrolled epilepsy, or severe cardiac impairment.

A minor who has been diagnosed by a licensed physician and surgeon as having serious impairment of locomotion due to some other cause, and the Superintendent of Public Instruction has declared that he is eligible to receive special transportation.

(i) Other Physically Handicapped

A minor is "other physically handicapped" if he comes within either of the following descriptions:

He has a physical illness or physical condition which makes attendance in regular day classes impossible or inadvisable.

He has a physical impairment so severe as to require instruction in remedial (formerly special physical education).

PLACEMENT

Eligibility is based on the medical recommendation of the attending physician and approval of the supervising physician of the Health Services Branch. Placement is made in an instructional setting which can best meet the needs of the student. This placement may be made in a special class which is a part of a regular school, in a special school, at home, in a telelclass, or in a hospital.

CURRENT PROGRAMS

A. Classes for Orthopedically or Other Health Impaired

The majority of the pupils in this category are taught in the eight special elementary schools or two special secondary schools located throughout the District. In addition, one class for asthmatic children is located at a regular elementary school, which serves twenty students who live in a nearby sanitarium for asthmatic children.

The Curriculum is basically the same as that prescribed in the courses of study of the Los Angeles Unified School District. Necessary adaptations are made to individualize instruction so as to meet each pupil's needs.

B. Classes for Multihandicapped Pupils

In each special elementary school, separate classes meet the needs of multihandicapped pupils who are both physically handicapped and mentally retarded. Although their primary handicap is physical, the accompanying retardation necessitates educational methods similar to those used in teaching the mentally retarded.

C. Home Instruction

While the majority of homebound pupils are taught by telelclass, those children in grades 1-3, with a prolonged period of disability, (60 days or more) may qualify for individual home instruction.

D. Hospital Instruction

In July, 1970, the Los Angeles Unified School District resumed responsibility for providing educational services for approximately 2,000 physically handicapped minors in eight hospitals. The establishment of the Berenice Carlson Hospital School, located at the Yale Health Center, 930 Yale Street, provides for the administration of the instructional program, in-service education, and curricular development.

If a pupil's hospitalization is expected to exceed five teaching days, hospital teachers for elementary and secondary pupils may be assigned. In several hospitals, where the number of school-age patients is large enough, classroom instruction is provided by full-time hospital teachers.

E. Instruction for School Age Expectant Mothers

While the pupils in this category are not necessarily handicapped or health impaired, their condition is such that regular school attendance is not recommended. Daily instruction is provided in maternity homes and hospitals, maternity health centers, teleclasses and by home teachers.

F. Teleclasses

Daily group instruction is provided for homebound pupils through the use of special telephone equipment at no expense to the family. Pupils must be in grades 4-12, be restricted to their homes for at least six weeks and able to profit from this type of instruction.

PROGRAM OBJECTIVES

1. To provide special facilities which have modified school buildings, furniture and equipment.
2. To develop maximum independence and self-adequacy by providing special services such as: physical therapy, occupational therapy, remedial physical education, counseling, speech therapy, as well as the regular services of the school physician, school orthopedist, school nurse, children's attendants, special education aides, and teachers trained to work with the physically handicapped.
3. To help develop self acceptance and social adequacy by providing flexible instructional programs through the "team-approach" to meet the needs of the individual pupil.
4. To adapt the curriculum based on the Los Angeles City Schools course of study.
5. To develop sensory motor and perceptual skills by providing special techniques of teaching and appropriate teaching materials.
6. To grow in understanding of the environment – immediate and expanded, by providing group investigation and field trips, as well as school and community recreational opportunities.

Questions regarding these services should be referred to Marjorie Huserik, Coordinator, Program Advisor for the Orthopedically Handicapped and Other Health Impaired, 625-8911, Ext. 2794.

TELECLASS CENTERS

Elementary and Secondary

HEALTH CENTERS AND MATERNITY HOMES

Served By Widney High School

HOSPITAL AND MEDICAL CENTER CLASSES

Served By Berenice Carlson Hospital School

ORTHOPEDICALLY OR OTHER HEALTH IMPAIRED CLASSES

Elementary and Secondary

Chapter 3

SPEECH AND HEARING

Language is the medium of communication. Through language, the child fits himself into his social environment, integrates his thinking and activities with persons around him, and eventually takes his own place. Spoken language (speech) is a primary avenue for the expression of experiences, thoughts, and feelings; therefore, the child must be able to speak and to hear in order to function with maximum effectiveness in our society.

Elementary or secondary pupils with speech problems or mild hearing losses who need more specialized or more intensive training than can be provided in the classroom are eligible for enrollment in special speech and hearing classes. This service is a continuing program from preschool through twelfth grade in all regular and special schools. Techniques and materials used are appropriate to the age and learning level of the children.

DEFINITION

Speech Handicapped is defined in the California Administrative Code, Title 5, Section 3030. Specific services provided for in this code include:

1. Identification, assessment and placement of pupils with disorders of speech, hearing and language.
2. Speech and language therapy for pupils with disorders of speech, hearing and language.
3. Specialized instruction for pupils on all grade levels who have disorders of speech, hearing and language.

PLACEMENT

A pupil may be referred to the speech and hearing teacher by any member of the school staff, or the parent. The speech and hearing teacher assesses the pupil's communication abilities and schedules the pupil for service as necessary.

CURRENT PROGRAMS

A. Speech and Hearing Program

Provides diagnostic and remedial services for pupils handicapped by impairments of language, speech and hearing.

B. Remedial Speech and Language Services

Provide evaluation, assessment and treatment of consistent and conspicuous deviations

from normal speech and language which call attention to themselves, interfere with communication, or cause maladjustment.

C. Audiological Services

Provide auditory training, speech reading, speech assessment and therapy, speech conservation, and assistance with vocabulary and language for pupils with mild to moderate hearing loss, and who attend regular school classes.

Service is provided for the following communication disorders:

1. Language: The pupil has difficulty comprehending the speech of others, has difficulty projecting his own ideas through the medium of speech, has little or no speech, or has deviations from the dominant local, standard English Dialect.
2. Articulation: The pupil omits, distorts, or substitutes one sound for another.
3. Stuttering: The pupil hesitates, repeats sounds, prolongs sounds, sometimes cannot speak at all and may have facial or body contortions.
4. Voice: The pupil's voice is pitched too high or too low or his voice quality is breathy, hoarse, harsh, or nasal.

PROGRAM OBJECTIVES

A. For Children Who Have Communication Disorders

1. To provide early assessment of the speech problem.
2. To develop auditory discrimination and good listening skills.
3. To improve skill in speech production by providing aid in forming good speech patterns.
4. To recognize the importance of competence in communication by developing wholesome attitudes toward communication with others.

B. For Children Who Have Mild Hearing Losses

1. To provide early assessment of the speech problem.
2. To provide modern auditory amplification.
3. To instruct in speech reading to enable hard of hearing pupils to understand spoken language.
4. To instruct in speech therapy by aiding hard of hearing pupils to correct or retain their speech or voice quality.
5. To provide opportunities for participation in varied speaking situations by transmitting and receiving ideas.

Questions regarding these services should be referred to Esther Herbert, Supervisor of Speech and Hearing, 469-1188.

SPEECH AND HEARING SERVICE

Elementary and Secondary

Chapter 4

VISUALLY HANDICAPPED

Blindness and lesser visual impairments such as those of the partially seeing may have dramatically varying effects on children. To many young people, extreme loss of vision, even total blindness, seems to be merely an incidental inconvenience. To others, lesser losses seem almost catastrophic in their effects on education, normal activity, and adjustment. Where such broad latitude in reaction to different degrees of physical impairment prevails, educators find fascinating challenges. The challenges are embodied in each child who has a visual problem.

Pupils with impaired vision are usually divided into two groups for purposes of special education. These are the blind and the partially seeing.

DEFINITION

The definitions for blind and partially seeing minors are taken from the California Administrative Code, Title 5, Section 191.3 (d-e).

A. Blind

A minor is blind who comes within either of the following descriptions:

His visual acuity in the better eye, after the best correction, is 20/200 or less.

His visual loss is so severe that, for educational purposes vision cannot be used as a major channel of learning.

B. Partially Seeing

A minor is partially seeing who comes within either of the following descriptions:

His visual acuity is less than 20/70 in the better eye, after the best correction, and he can use vision as a major channel of learning.

His vision deviates from the normal to such an extent that in the combined opinion of a qualified educator and either physician and surgeon or an optometrist, he can benefit from the special educational facilities provided partially seeing children.

PLACEMENT

Eligibility is based on medical recommendation. Placement is determined by diagnosis as to whether vision can or cannot be used for educational purposes in a regular school. Assignment to either a braille or partially seeing class is in terms of useful vision.

CURRENT PROGRAMS

The Los Angeles Unified School District provides extensive and varied programs for the education of the visually handicapped. This includes services for braille pupils (those with almost no useful vision) as well as partially seeing pupils.

A. Program for Braille Pupils

Elementary level pupils between the ages of 5 and 13 years, whose visual limitations interfere with learning efficiency to such an extent that special teaching services and special education aids are required.

Braille students at the elementary level attend Frances Blend School, a special school geared to the needs of young blind children. Classes are small and teachers are trained in Braille and allied skills, in addition to subjects common to all elementary school programs.

Braille students at the secondary level are integrated into one of two regular junior or senior high schools. A resource room is maintained at each of these schools, with one or two specially trained teachers on duty during the full school day. Special help is provided, as needed, throughout the day.

B. Program for Partially Seeing Students

Partially seeing pupils are served in a limited number of regular classes from the first through the twelfth grade. A resource room with a special teacher and special equipment is provided in each school.

C. Itinerant Teacher Service

For both braille and partially seeing students who need only a minimum amount of help outside of the regular classroom, provision is made for a different type of educational service. At both the elementary and secondary levels, the pupil attends his neighborhood school and is provided the additional service of an itinerant teacher one to three times a week.

D. Deaf-Blind

Programs for deaf-blind pre-school students are operated at two locations – Lokrantz School for the Physically Handicapped and the Frances Blend School.

These highly specialized programs admit children from ages three through seven who have both a serious visual and auditory handicap. A team teaching approach is used, employing three teachers: a head teacher, who is trained and experienced with the blind, a teacher of the deaf, and a preschool teacher.

PROGRAM OBJECTIVES

A. Braille Program

1. To promote acceptable social habits through group experiences.
2. To provide numerous multisensory experiences to precede braille and beginning typing.
3. To increase understanding through sensory learning by providing special teaching materials and equipment, i.e., braille writers, slates, styluses, talking books, tape recorders, braille books, relief maps and contour globes.
4. To grow in understanding of the environment by providing enriched experiences of field trips and group investigation.
5. To develop the basic skills as indicated in the Los Angeles Unified School District courses of study by making needed adaptations.
6. To enhance self confidence by providing orientation and mobility instruction on a regular basis.
7. To encourage interest and appreciation of music and rhythms by participating in musical activities.

B. Integrated Programs for the Visually Handicapped (Blind and Partially Seeing)

1. To provide special facilities which offer optimal visual environment for learning.
2. To provide special resource teachers to assist with instruction.
3. To develop skill in the use of audio and tactual aids designed for the blind and partially seeing.
4. To provide sequential development of basic skills.
5. To increase understanding of people and extend concepts by providing opportunity for field trips and group investigations.
6. To develop adequate work habits by emphasizing acceptable standards and through regular evaluations and progress reports.
7. To encourage appropriate attitudes and social skills through extended social experiences.
8. To develop motor skills by providing regular instruction in orientation and mobility training.

Questions regarding these services should be referred to Ralph Salaway, Supervisor of Classes for Blind and Partially Seeing, 625-6911, Ext. 2871.

SCHOOL FOR THE VISUALLY HANDICAPPED

ELEMENTARY INTEGRATED PROGRAMS FOR THE PARTIALLY SEEING

SECONDARY INTEGRATED PROGRAMS FOR THE BLIND AND PARTIALLY SEEING

Section II

MENTALLY RETARDED AND EDUCATIONALLY HANDICAPPED PUPILS

Chapter 6

TRAINABLE MENTALLY RETARDED

The cornerstone of the democratic way of life is the belief in the worth and dignity of the individual. Every individual, if given the opportunity, can make some contribution to the common welfare and to his own happiness. Education is the instrument through which a society seeks to implement and put into practice the ideals by which it lives.

The United States Constitution entitles every child to an educational opportunity wherein he can experience success. In its broadest sense, the aim of education is preparation for daily living. Special education helps to insure all children their rights as citizens, and the advantages of their heritage. Exceptional pupils have special needs which must be adequately served. Most children with limited mental abilities can be trained to contribute to the economic usefulness in their own homes and within a sheltered environment.

DEFINITION

A. The California Education Code, Section 6901, defines mentally retarded minors as:

> ... all minors who because of retarded intellectual development as determined by individual psychological examination are incapable of being educated efficiently and profitably through ordinary classroom instruction.

B. Section 6903 of the California Education Code further provides that:

> The education of mentally retarded minors who do not come within the provisions of Section 6902, who are 6 or more, and less than 18 years of age and who may be expected to benefit from special education facilities designed to educate and train them to further their individual acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment, shall be provided for ... ... The education of such mentally retarded minors who are five or more and less than six years of age may be provided for ...

PLACEMENT

Eligibility

The following criteria, as outlined in the California Administrative Code, Title 5, Section 197, shall serve as minimum eligibility requirements for placement of pupils in the program for trainable mentally retarded minors:

(a) General

A child must:

(1) Be retarded to the extent that he is ineligible for enrollment in a class for educable mentally retarded.
(2) Be able to profit from special instruction and training procedures.

(b) Physical Condition

A child must:

(1) Be ambulatory to the extent that no undue risk to himself or hazard to others is involved in his daily work or play activities.
(2) Be trained in toilet habits so that he has control over his bodily functions to the extent that it is feasible to keep him in school.

(c) Mental, Emotional, and Social Development

A child must:

(1) Be able to communicate to the extent that he can make his wants known and to understand simple directions.
(2) Be developed socially to the extent that his behavior does not endanger himself and the physical well being of other members of the group.
(3) Be emotionally stable to the extent that group stimulation will not intensify his problems unduly, that he can react to learning situations, and that his presence is not inimical to the welfare of other children.

Case records of all trainable mentally retarded applicants must be reviewed by an admissions and discharge committee, composed of a school psychologist, the school physician, receiving principal, supervisor of the program, and any other professional person designated by the person responsible for making such assignment.

Children who have never been in an institution or school program for mentally retarded are first seen and tested by a school counselor at their nearest neighborhood school.

The assignment of minors may be conditional, subject to review by the admissions committee. In cases where doubt exists, a child should be given a trial placement. Pupils shall be grouped on a basis of social competence rather than by grade level.

HISTORY

In the fall of 1960, under permissive legislation, three full-day classes serving 36 trainable mentally retarded students were moved from Bellevue Avenue School to the Washington Boulevard School (now Selvin). The following year, 12 half-day classes, two in each school, were opened in six schools for the physically handicapped. Six teachers were assigned, each one teaching both a morning and an afternoon class.

By 1964, provision for such classes was made mandatory by the California State Legislature. A separate facility for the trainable mentally retarded was initiated in 1965 on the campus of the San Fernando Valley State College at Northridge. This center served as a branch of the LeConte Elementary School for the Handicapped.

In September of 1968, the opening of Harbor South School (now Barnskar) provided additional classrooms for the trainable mentally retarded. The large concentration of these students at the various special schools was conducive to more homogeneous groupings and permitted a wider variety of experiences.

Ninth Street School opened in February, 1970, as the first Branch secondary school for the trainable mentally retarded, and accommodates students from ages 14 to 18. Each student must be 14 years of age prior to the opening day of school. He cannot enter the school if he is already 18 years of age, but he may continue the school year if he reaches the age of 18 after enrollment.

East Valley School for the trainable mentally retarded opened in September, 1970. This school offered an excellent location and opportunity to augment and expand the scope of much needed educational services for valley pupils.

Plans are being made to open a new secondary school in the San Fernando Valley to accommodate trainable mentally retarded students, ages 14 to 18. The new Central Valley Area School is expected to open September, 1971.

CURRENT PROGRAMS

At the present time there are eleven locations, strategically located throughout the District, serving the trainable mentally retarded. Seven elementary schools for the handicapped maintain centers for these children, three schools serve the elementary trainable mentally retarded, exclusively, and one school accommodates the secondary students.

A systematically designed curriculum for selected trainable mentally retarded pupils calls for a careful initial appraisal of each pupil's actual potentialities, including strengths and weaknesses of his personal, social and vocational competencies. Special attention should be directed toward helping each trainable mentally retarded child realize his maximum potential in the most efficient manner.

The education program for trainable mentally retarded pupils is planned to further their individual acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment.

To develop personal, social and vocational competencies, a specially designed instructional program provides training in the following areas: (1) self-help skills including good personal habits; (2) physical coordination and use of sense modalities; (3) acceptable social attitudes and competencies which will assist the pupil to become a useful and participating member of society; (4) communication skills, particularly the use of oral language; and (5) good work habits.

Since the program was reinstated in 1968, the nature of the children coming into the program has changed, with many more being placed who are of border-line range. These pupils tend to be more multihandicapped with additional emotional and psychiatric problems. This places a new demand on programming and requires teachers to exhibit a greater perception and sensitivity to the needs of individual children. Opportunities are provided these children for the development of such academic skills as are intellectually possible and useful. This program is being constantly evaluated and modified with the ultimate goal being an individualized approach for each pupil.

Other facets of the program for the trainable mentally retarded are explicitly reviewed in the Practical Skills section in the chapter on Student Rehabilitation and Occupational Training.

PROGRAM OBJECTIVES

The objectives of the curriculum for the trainable mentally retarded are directed toward:

1. The development of each pupil's competency in personal and social aspects of adaptive behavior to cope with his recurring daily needs.
2. The development of sensory and motor skills of each pupil.
3. The provision of opportunities for each pupil to become, insofar as possible, an economically useful individual within a home or sheltered workshop situation.

Questions regarding these programs should be referred to William E. Starr, Supervisor, Trainable Mentally Retarded, 625-6911, Ext. 2791.

TRAINABLE MENTALLY RETARDED

Chapter 6

DEVELOPMENT CENTERS FOR HANDICAPPED MINORS

PHILOSOPHY

The State of California provides special education services to over one-quarter of a million handicapped children in its public schools; however, it is a well known fact that many children still go without an educational program due to the severity and multiplicity of their handicaps. The California Education Code, Section 6920 states:

> Every mentally retarded, physically handicapped, or multiply handicapped minor is entitled to training or an education free of charge in the public schools of this state.

In order to implement this statute it has become necessary to tax our limited knowledge of learning as well as our voluminous knowledge of instructional methodology to provide meaningful, relevant education for all children, including the most profoundly limited.

The development centers for handicapped minors have been designed to fill a gap in the overall state plan to provide education and training for all children. Some children, because of the nature of their handicaps, have not met the minimum standards legislated for mandated programs in any of the existing public schools. The development center program has offered an educational experience along with growth opportunities for those children whose only other alternative was institutional placement.

DEFINITION

The California Education Code, Section 16645.2 states:

> The governing body of any school district, or a county superintendent of schools, with the approval of the county board of education is authorized to establish and maintain, upon the approval of the Superintendent of Public Instruction, one or more development centers for physically handicapped and mentally retarded minors between three years and twenty-one years of age residing in, and in the custody of persons residing in the District or county . . . .

ELIGIBILITY

As defined in the California Administrative Code, Title V, Section 8103, eligibility for admission to a Development Center Program is based upon the following conditions:

(a) The governing board shall appoint an admissions committee consisting of at least three members. The following persons shall be members of the committee:

(1) A licensed physician.
(2) A person serving as the supervising head teacher of the development center for which the child is being considered for admission.
(3) A person who is a psychologist holding a credential authorizing the giving of an individual examination for purposes of Education Code Section 6908.

(b) The admission of a handicapped minor to a development center shall be made upon the recommendation of the admissions committee. The continuance, transfer, or discharge of a minor enrolled in a development center shall be subject to periodic review and recommendation of the admissions committee.

(c) The determination of eligibility of a minor for admission to a development center shall include examinations given by a psychologist or psychometrist and a licensed physician. A minor may be eligible if all of the following apply:

(1) He is found to be ineligible for enrollment in a regular day class.
(2) He is found to be ineligible for enrollment in special education programs maintained, or authorized to be maintained, by a school district or county superintendent of schools.

(3) He is found to have one or more of the following conditions:

(A) Serious impairment of locomotion.
(B) Severe orthopedic condition.
(C) Other severe disabling conditions which have as their origin mental retardation and/or physical impairment.
(D) Severe mental retardation.

(d) One criterion for eligibility for admission to a development center is the ability of the minor to participate in at least one aspect of the program without danger to himself or others in the performance of daily activities.

HISTORY

The concept of development centers was first formalized in 1957 when the Joint Interim Committee on Education and Rehabilitation of Handicapped Children and Adults took note of the number of mentally retarded and physically handicapped children seeking service in regular child care centers. In 1959, child care centers for physically handicapped and mentally retarded children were authorized on a pilot basis.

In 1965, the centers were renamed Development Centers for Handicapped Minors (DCHM) and were placed on a regular rather than pilot basis.

During the 1965-66 school year, the Los Angeles Unified School District initiated its first development center for handicapped minors, and established facilities to accommodate these children on the grounds of the Lowman School for the Handicapped.

In 1967, an additional center was established in South Los Angeles using facilities leased from the Spastic Children's Foundation, under the administration of the C. Morley Sellery

School for the Handicapped. This development center is referred to as the West 105th Street Center.

CURRENT PROGRAMS

The Los Angeles Unified School District is at present operating two development centers for handicapped minors. Because of the multihandicapping conditions of the children, the state stipulates that for every ten children, it is necessary to have one permit teacher and one attendant. A credentialed teacher serves as head teacher and supervises the program of instruction, guidance, and care of the children in the development center.

Ancillary services for the development center consist of the following:

1. Social Worker and/or Nurse

    a. Conducts intake conferences.
    b. Provides continuing support to parents through additional individual conferences.
    c. Provides referrals to agencies whenever particular services are needed.

2. Speech Specialist

    a. Strives to improve speech and feeding problems.
    b. Provides guidance to parents in valuable techniques to improve speech and feeding problems of the children.

3. Regional Diagnostic, Counseling, and Service Center

    a. Conducts monthly medical clinics for all children in the development centers.
    b. Provides medical consultation for families who do not have this service available.
    c. Provides referrals for other services as needed.

4. County Services for Crippled Children

    a. Provide physical and occupational therapy to pupils who can benefit from these services.
    b. Assist the handicapped child in performing the activities of daily living to facilitate independence.
    c. Provide post surgery whirlpool treatments at the Lowman School upon medical recommendation of a physician.

THE NEED FOR DEVELOPMENT CENTERS

The California Education Code, Section 16645.1 indicates the purposes for continuance of development centers for physically handicapped and mentally retarded minors:

1. To help these children from an earlier age.
2. To prevent the breakup of homes through respite from continuous 24-hour care of severely handicapped minors.
3. To effectively relieve parents to engage in work.

4. To reduce significantly the demand for institutional placement.
5. To facilitate placement of these children without causing the physical dislocation of minors from their families.

PROGRAM OBJECTIVES

1. To provide training in self care, involving eating, toileting, and grooming.
2. To provide experiences in language development and speech training.
3. To emphasize activities which stress development of eye-hand coordination.
4. To develop awareness of one's self in relation to his environment.
5. To actively engage in experiences which aid in social adjustment.

Questions regarding these programs should be referred to William E. Starr, Supervisor, Development Centers for Handicapped Minors, 625-8911, Ext. 2791.

DEVELOPMENT CENTERS FOR HANDICAPPED MINORS

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Chapter 7

EDUCATIONALLY HANDICAPPED

Children termed "educationally handicapped" are so classified on the basis of a two year academic retardation known as a learning disability. These are the children who show a discrepancy of learning and potential to such a significant degree as to warrant attention of remedial nature. There is also another group of children so classified on the basis of behavior problems. These are the children who are willing but unable to conform to standards of the classroom environment. Specialized techniques and devices are provided in the classroom to assist each child in his area of difficulty.

DEFINITION

The California Education Code, Section 6750 defines educationally handicapped minors as:

> . . . minors, who by reason of marked learning or behavior disorders, or both, require special education programs with the intention of full return to the regular school program. Such learning or behavior disorders shall be associated with a neurological handicap or emotional disturbance and shall not be attributable to mental retardation.

PLACEMENT

An Admissions Committee comprised of school personnel representing legally specified disciplines determines eligibility on the basis of medical, educational and psychological reports submitted for each pupil.

A written report, for every pupil referred for placement, is made of the Committee's findings with specific recommendation for placement or rejection. An annual examination, of all pupils placed in the program, is made of his school adjustment and academic progress, resulting in recommendation for continuation, transfer, or discharge.

CURRENT PROGRAMS

Educationally handicapped classes are being conducted in regular elementary and secondary schools as well as in Special Education Branch schools. Instruction is offered (1) in special day classes, (2) in a learning disability group where the pupil is enrolled in a regular class in addition to receiving special instruction one to three periods during the school day, or (3) by individual tutoring at a tutorial center for those pupils who are unable to cope with even small groups.

The curriculum content follows the course of study as prescribed in the California Education Code. Emphasis is placed upon the fundamental school subjects, including reading, writing, spelling, arithmetic, English, history, and geography. Within these courses, adaptations that conform to the learning characteristics of the pupil in the program are made as deemed necessary.

PROGRAM OBJECTIVES

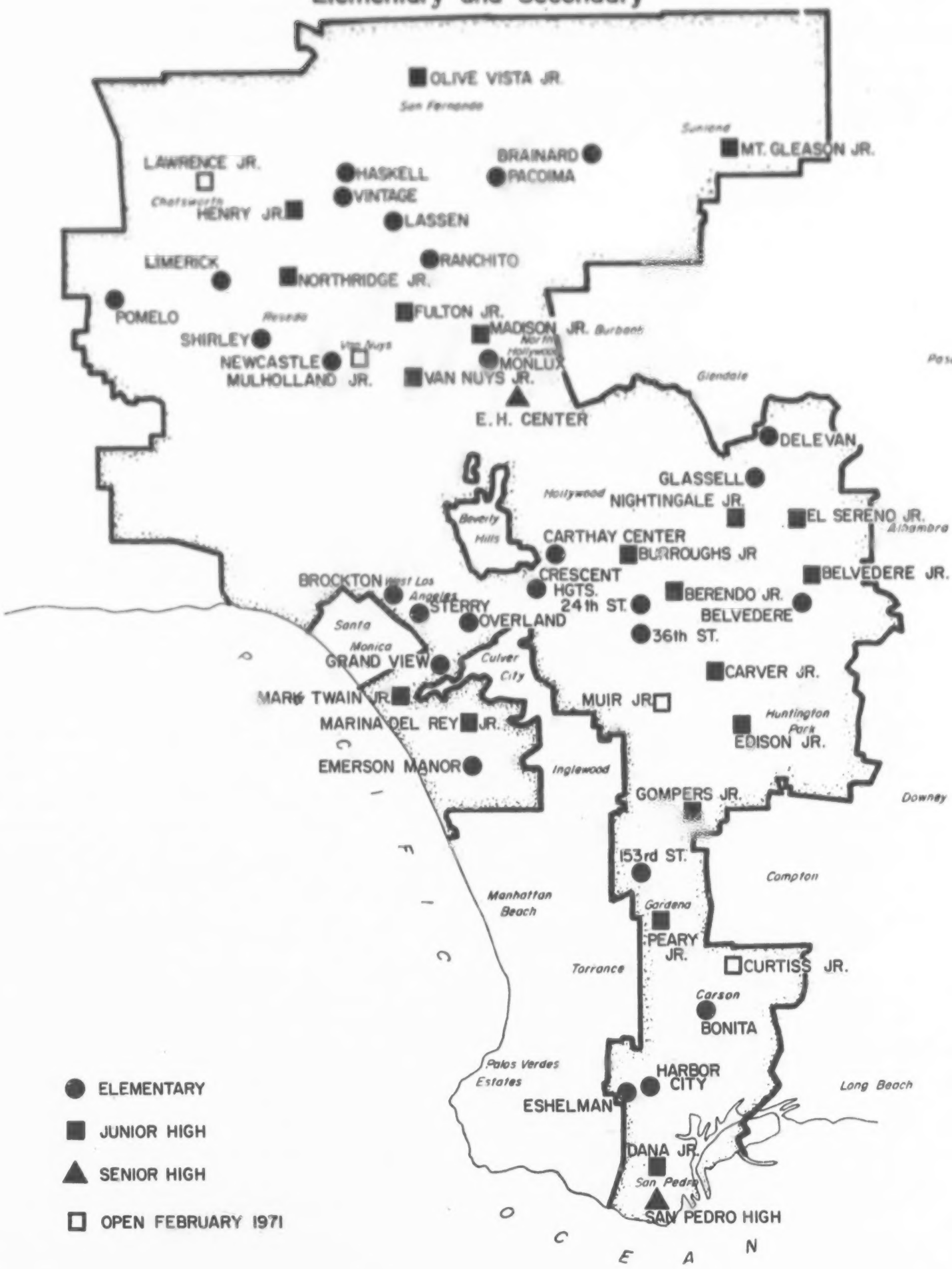
1. To provide prescribed educational procedures, such as, auditory, kinesthetic, visual, or combined methods.
2. To provide sequential development of skill subjects.
3. To emphasize motoric development and readiness comprehension.
4. To establish pacing of learning to insure short, successful experiential tasks.
5. To provide concrete experiences appropriate to varying ability levels.
6. To re-educate social learning, including experiences in productive group living.

Questions regarding these programs should be referred to Eugene R. Greenfield, Specialist of Programs for the Educationally Handicapped, 625-8911, Ext. 2754.

SPECIAL DAY CLASSES FOR THE EDUCATIONALLY HANDICAPPED

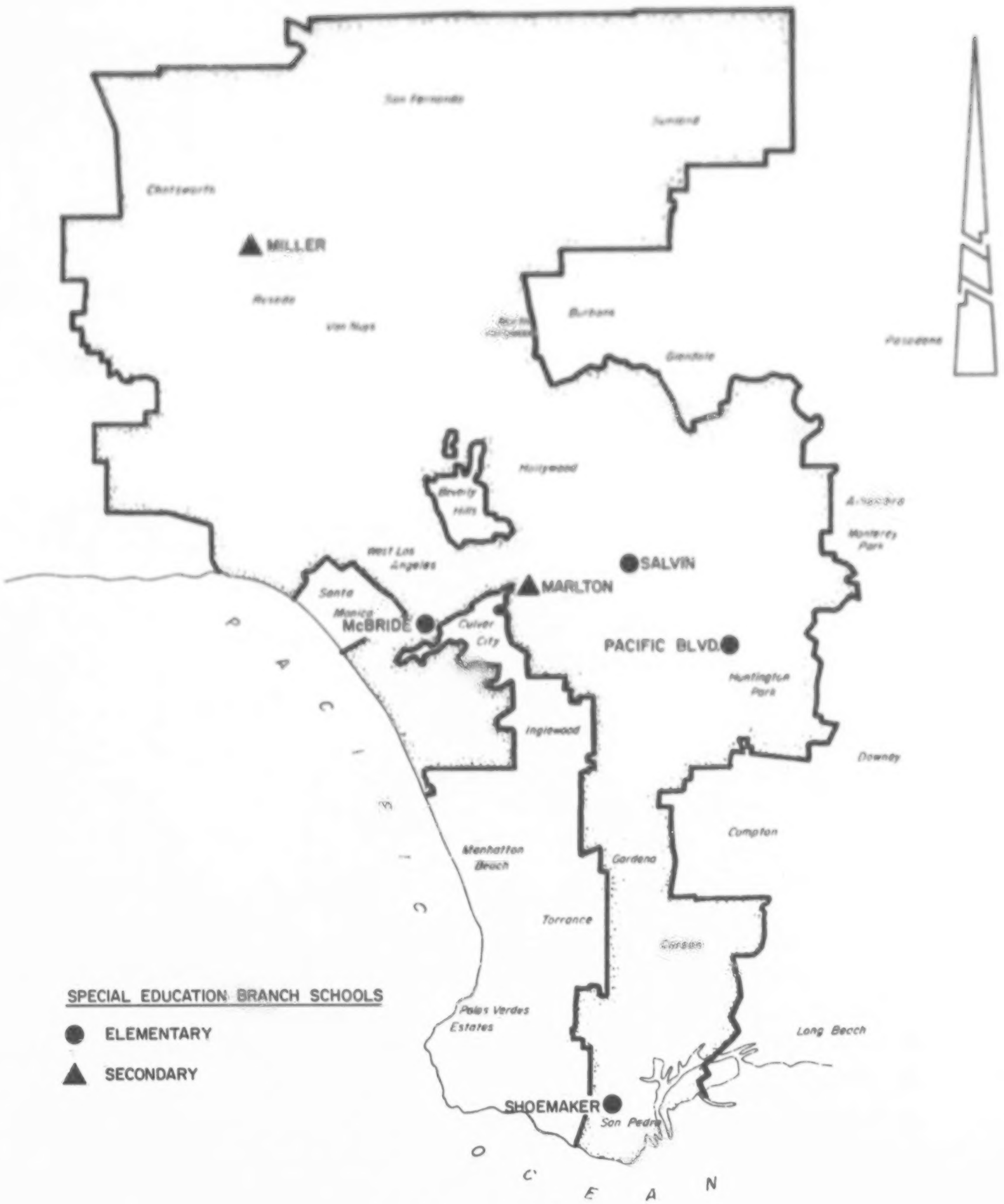
(Located in Regular Schools)

Elementary and Secondary



EDUCATIONALLY HANDICAPPED CLASSES

Elementary and Secondary



SPECIAL EDUCATION BRANCH SCHOOLS

● ELEMENTARY

▲ SECONDARY

Section III

OTHER SERVICES

SINGER

Chapter 8

STUDENT REHABILITATION AND OCCUPATIONAL TRAINING

The Supervisor of Student Rehabilitation and Occupational Training is responsible for three special programs for handicapped students attending Los Angeles City Schools. These programs are specially designed to help 14 to 18 year old students reach their greatest potential with due regard for their limitations.

The various program components are:

I. REHABILITATION SERVICE

II. OCCUPATIONAL TRAINING

III. PRACTICAL SKILLS

I. REHABILITATION SERVICE

A. Schools Served: All regular high schools and Special Education Branch schools.

B. Eligibility Requirements

1. Blind and partially seeing students in 10th, 11th, and 12th grades.
2. Moderate to severe physically handicapped students in the 12th grade.
3. Educable mentally retarded and trainable mentally retarded children.
4. Deaf and Hard of Hearing students in the 12th grade.

C. Types of Programs

1. Intensive Occupational Educational Counseling in the High Schools for the Handicapped.

a. Counseling and guidance is provided for 12th grade orthopedically handicapped students at Widney and Miller High Schools, and students at Marlton Secondary School for the Deaf, to assist them in planning realistic goals for advanced education, occupational education, or the world of work. These high school students are referred to the occupational education counselor who confers individually with each student about placement services and opportunities available through the Department of Rehabilitation.

b. If employers specifically ask for handicapped people, referrals are made through the Student Rehabilitation Office. The Occupation Educational Counselor reviews job requirements and available openings with qualified students.

5. Rehabilitation and Occupational Achievement Service in the Regular High Schools.

   a. To determine the capabilities and limitations of the student so that realistic employment or educational goals may be ascertained.

   b. To help initiate a practical occupational training or educational plan for the student.

   c. To make appropriate referrals to the California State Department of Rehabilitation and those agencies which can further aid the handicapped in job training, job placement, or in providing financial assistance to obtain a higher education.

6. Cooperative Plan for Orientation and Mobility Training for the Blind

   The Special Education Branch office of the Visually Handicapped and the Student Rehabilitation Office work jointly to establish the contract with the Department of Rehabilitation which trains blind students in the area of mobility or cane travel.

7. Integrated Programs for the Blind and Partially Seeing

   This program consists of a team approach on a personal basis, between the Los Angeles Unified School District and the Department of Rehabilitation. Visitations are made to the Los Angeles High Schools (Van Nuys, Birmingham, Marshall, Hollywood and Narbonne) which have integrated programs. Assistance is given to the blind and partially seeing senior high students in making plans for a realistic future. Some of the topics discussed with these students are: careers, higher education, specialized training, and sheltered workshops. An integrated program for the Deaf and Hard of Hearing is coordinated in the same way as that of the Blind and Partially Seeing.

8. Ability Counts Contest

   Each year the Supervisor of Student Rehabilitation coordinates the Ability Counts Contest which is sponsored by the President's Committee on Employment for the Handicapped in cooperation with the California Governor's Committee and the Los Angeles County Coordinating Council on Employment for the Handicapped. This contest is made available to all juniors and seniors in high schools (11th and 12th grades) anywhere in the United States, the Virgin Islands, Puerto Rico, or the District of Columbia.

   The basic idea of the contest is to investigate how handicapped workers and disabled veterans in the community are proving that "ability, not disability, counts." Facts are gathered through field trips, interviews, surveys and research of printed material pertaining to rehabilitation and employment of the handicapped.

It has been found that the primary value of the "Ability Counts" Contest is the opportunity it offers members of the community to develop a greater understanding and appreciation of the employment problems of the physically and mentally handicapped.

III. OCCUPATIONAL TRAINING

A. Schools Served: Bland, Miller, Mitchey and Marlton.

B. Eligibility Requirements: 16-19 year-old physically handicapped and multiply handicapped students from the above schools.

C. Types of Programs:

1. Sheltered Workshop Training

High school pupils in special education programs may be eligible for occupational training in a sheltered workshop where they can develop necessary work habits and skills in preparation for suitable employment. Pupils are transported daily by bus to the workshops where they receive work evaluation and supervised training, as well as work experience. These services are purchased by contractual agreements between the Los Angeles Unified School District and the workshop operators, in accordance with the California Education Code, Sections 6931 and 6932.

2. Off-Campus Work Training

Qualified boys and girls, between the ages of 16 to 18, are given the opportunity to receive on-the-job work training in local hospitals, laundries and other appropriate places to develop new skills which are commensurate with their abilities.

3. Industrial Education

The Student Rehabilitation Office acts as a liaison with teachers and schools in conducting an industrial education program. Assistance is given by furnishing ideas for projects, techniques, and shop organization in the use of metal, wood, and electronics to acquaint students with terminology and procedures used in working with the various materials. Up-to-date equipment, funded through the Vocational Education Act, has been purchased and installed in Industrial Education classrooms of the Branch schools.

4. Occupational Center Program

A new program was developed in the Fall of 1969 to allow selected high school students with various physical disabilities to attend a nearby occupational center for specific trade training. The occupational centers are full-time job training facilities operated by the Los Angeles Board of

Education. The purpose of the the Training Center is to teach the job skills in demand, so that trainees will qualify for available jobs. New courses begin throughout the year, based on surveys of job openings. Classes are conducted for three hours daily and vary in length depending upon the particular trade being studied.

To be eligible for this program, the special school pupil must:

a. Be in Midtown, Wharton or Miller High School.
b. Be in the twelfth grade and at least 17 years of age.
c. Have approval of his parent or guardian to participate.
d. Have adequate physical ability to participate as determined by the school doctor.
e. Be approved by the school principal.
f. Be approved by the occupational center involved.

All instructors hold state vocational credentials and are experts in the subjects they teach. They are aware of the latest industrial processes and work methods and use this knowledge as well as the latest training equipment and teaching aids in their instruction. The occupational centers assist in job placement upon completion of training. The Student Rehabilitation Service will also attempt to help place graduates of the occupational centers when they are not placed by the centers.

3. Occupational Classes

Intensive training in areas of graphic arts is given in the two high schools, Midtown and Wharton. Qualified pupils receive two hours of training, five days a week, to help qualify them for employment in the field of graphic arts.

III. PRACTICAL SKILLS

A. Schools Served: Bland, Lakeside, Lowman, Midtown, Pacific, Sellers, Shoemaker, and Ninth Street Schools.

B. Eligibility Requirements: 16-19 year-old trainable mentally retarded students from the above schools.

C. Types of Programs

1. Pre-Occupational Training

Training opportunities in pre-occupational skills are made possible by having pupils perform special services with materials provided by the District. Training is provided in specific skills such as assembling, collating, counting,

cutting, folding, inspecting, matching, packaging, packing, sorting, stamping, stapling, stuffing, tying and weighing.

2. Home Management Training

Handicapped pupils need to become self sufficient in the home environment. To meet this need pupils are given training, according to their individual abilities, in such home skills as cooking, cleaning, sewing, bed making, laundering, table setting, dishwashing, and child care.

3. On Campus Work Training

Training opportunity, within the level of each pupil, includes performing limited maintenance tasks in school buildings and on school grounds. These tasks consist of gardening, custodial services, cafeteria duties, as well as unpacking and distribution of supplies and materials.

Questions regarding these programs should be referred to Morris E. Hay, Supervisor, Student Rehabilitation and Occupational Training, 625-8811, Ext. 2781.

STUDENT REHABILITATION SERVICE

Secondary

SCHOOLS PARTICIPATING IN THE PRACTICAL SKILLS PROGRAM

SHELTERED WORKSHOPS PARTICIPATING IN THE OCCUPATIONAL TRAINING PROGRAM

Chapter 9

REMEDIAL PHYSICAL EDUCATION

Physical education must be interpreted as a program of developmental activities that contribute to the individual's social, emotional, and intellectual development as well as to helping meet his physical needs. Programs for the handicapped child are planned, organized, and conducted so as to provide opportunities for him to develop skill, competency, and knowledge.

DEFINITION

Remedial Physical Education is defined in the California Administrative Code, Title 5, Section 1394, as:

> "Instruction of Physically Handicapped Minors in Remedial Physical Education." Instruction of physically handicapped minors in remedial physical education described in Education Code Section 18102(3) (c) (formerly called special physical education classes) is designed for eligible pupils, as defined in Section 1394.1, who have physical handicaps so severe as to prevent normal participation in physical education classes or normal participation in physical education classes designed to meet the needs of pupils with minor or moderate physical defects, and to necessitate their assignment for not less than six school weeks to instruction in remedial physical education.

PLACEMENT

A pupil is eligible for assignment to classes for the physically handicapped if a licensed physician and surgeon makes a diagnosis of one or more of the following conditions:

1. Serious impairment of locomotion.
2. Severe sensory impairment.
3. Severe cardiovascular, respiratory, or glandular condition.
4. Severe postural condition.
5. Other severe physical condition.

Eligible pupils are assigned and removed from the classes of the physically handicapped in the individual school only upon the recommendation of a committee composed of the following:

> (1) physician and surgeon; (2) physical education teacher; (3) nurse and health coordinator, or chairman of school health committee; and (4) a certificated employee assigned to special education, counseling, or guidance activities.

A flexible policy is followed concerning class placements. Some pupils may need a remedial physical education class during the entire period of their enrollment, while other pupils may need such placement for the minimum of six weeks.

CURRICULUM PROGRAMS

The program currently in operation in the special schools for the physically handicapped follows the guidelines established by the state department of education. In addition the remedial physical education teacher may serve as a resource person in helping the classroom teacher to plan, organize, and present physical education instruction for all pupils in the special school.

A special physical education project has been underway in the Branch since April 22, 1968. A team of physical education specialists has formulated guidelines for a developmentally sequenced instructional program in physical education for handicapped pupils. The guidelines cover the areas of motor and movement skills, playground and recreation skills, fundamental rhythms, swimming, and physical fitness. To assist in individualizing instruction for each pupil single concept 8mm cartridge films and audio tapes are being developed.

PROGRAM OBJECTIVES

The objective of the Remedial Physical Education Program for every pupil is to provide a program of instruction in the fundamental skills in the five areas of physical education listed above. Through a program of assessment of physical abilities, the pupil is placed in a program of instruction to meet his specific needs and to help him achieve his greatest potential in physical performance. It is the intent of the remedial physical education program to emphasize skills and activities necessary for the improvement and use of the less permanently afflicted parts of the body, as well as remediation of specific deficiencies.

Questions regarding this program should be referred to Lyonel Aviance, Project Coordinator, Specially Funded Program, Remedial Physical Education, 625-6911, Ext. 2385.

Chapter 10

DRIVER TRAINING

Physical handicaps need not be a deterrent to learning to drive an automobile. Physically handicapped high school pupils look forward with as much eagerness as other high school pupils to the day when they can drive an automobile. With certain adaptations, the District offers eligible handicapped high school pupils approximately the same driver training course as is available in regular high schools. Mechanical adaptations include such items as a hand-operated accelerator and brake control, and a left-foot accelerator attachment. Other adaptations include giving some pupils additional time behind the wheel, and training pupils individually or, at most, with only two pupils in the car at a time.

DEFINITIONS

1. The term "eligible" as presented in Education Code Section 18251.2 has been defined generally in Education Code Section 1388 as follows:

   The governing board of a school district . . . may prescribe regulations determining who can profit by and who shall be permitted to enroll in automobile driver training . . .

2. All such applicants must have been formally designated Physically Handicapped or Educationally Handicapped as per Education Code 6750, 6753, 6801, 6802 or 6941, but it is not essential that such applicant be currently placed in special classes for physically handicapped or educationally handicapped minors. The requirement is only that the student be eligible for placement in one of the aforementioned categories according to the Education Code definition.

3. The Los Angeles Unified School District has a general policy that all handicapped pupils may be eligible for the driver training course for exceptional pupils. However, each pupil must be cleared by a school doctor, or someone officially designated by the District, and those pupils who have been subject to seizure or loss of consciousness must have special approval and Department of Motor Vehicle clearance prior to enrollment in the special driver training program.

4. Education Code Section 6806 provides for pupils in school districts which do not have a program of driver training for exceptional pupils. It is stated as follows:

   Subject to the provisions of Section 6801 any school district which does not maintain facilities for the education of physically handicapped minors shall enter into a contract with a school district in the same county, or a county superintendent of schools maintaining such facilities . . .

PLACEMENT

1. Screening of potential candidates for placement in driver training classes for exceptional pupils begins after legal eligibility is determined. Screening includes:

   a. Satisfactory completion of the classroom course in Driver Education.
   b. Minimum age of 16 (at the time of completion of Driver Training).
   c. Consent of parents or guardian.
   d. Approval by the school doctor.
   e. Department of Motor Vehicles "Instruction Permit" or "Driver's License" (this may be waived at the discretion of an instructor with approval of the program supervisor).

2. Once a pupil has successfully met the screening requirements he is eligible for placement in the driver training program for exceptional pupils at the following locations:

   a. Midway High School
   b. Miller High School
   c. Wharton High School
   d. Maternity Homes (Cyesis program)
   e. Health Centers (Cyesis program)
   f. Any other senior high school by special arrangement

3. The driver training program for exceptional pupils functions as a regular day school program, after school, on Saturdays, and during the summer. The locations are served on a rotating basis according to a pre-arranged schedule.

DEVELOPMENT OF METHODOLOGY, CONTENT AND EVALUATION

1. Methodology includes the development of techniques of instruction which would be appropriate for the various categories of exceptional pupils to be served. It would include the utilization of the necessary mechanical assistive devices and driving aids.

2. The content should include the basic elements for driver training instruction as presented in the "State Guide" with emphasis directed toward the individualization of instruction necessary to meet the needs of the student being instructed. Achievement of the goal of teaching the student to drive well enough to obtain a driver's license should be of prime importance in this program.

3. Evaluation essential to effective program development requires the adoption of appropriate evaluative procedures necessary to the improvement of instruction. It is the responsibility of the individual school district to determine the exact type of evaluation tools that are to be used, and it is necessary only that they be adequate to measure the success of the program.

Questions regarding this program should be referred to Joseph Reynolds, Specialist of Driver Instruction for Exceptional Pupils, 625-8811, 2761.

Chapter 11

PSYCHOLOGICAL SERVICES

CHARACTERISTICS OF PUPILS SERVED

Special Education programs serve those pupils who are unable to progress satisfactorily in a regular classroom program because of a physical, mental or behavioral limitation. These pupils require adaptations in teaching strategies and materials, physical environment or behavior management beyond those which can be reasonably provided in a regular classroom.

The primary purpose of Special Education programs is to remediate or alleviate individual pupil's limitations so that they may be returned to the mainstream of education as quickly as possible. Program goals for those who may require special services throughout their school years are directed toward making each individual as independent and economically self-sufficient as possible in post-school years.

PSYCHOLOGICAL SERVICES PROVIDED

1. Continuous assessment and evaluation of performance and projected educational goals for each individual pupil.
2. Consultation and follow-up services with school personnel regarding the characteristics of learners and adaptations or modifications in the educational process which may be indicated to provide an individualized educational program for each pupil.
3. Individual and group counseling with pupils regarding school-related social or learning problems or educational goals.
4. Facilitating transition of pupils from special education programs to the mainstream of education or to post-school services.
5. Encouraging greater home-school cooperation through counseling with parents or leading study sessions for parents on school related issues.
6. Facilitating coordination of school and community agency services by acting as liaison personnel.

Questions regarding these services should be referred to Stella Cable, Coordinator, Psychological Services, 625-6811, Ext. 2674.

Chapter 18

SPECIALLY FUNDED PROGRAMS

THE NEED FOR SPECIAL FUNDING

Specially funded programs provide additional dollar resources from the Federal Government to improve the educational services offered to Special Education Branch pupils. Funds are provided on a grant basis for specific projects.

Any program for handicapped children can be considered compensatory in that it provides a service to compensate for a recognized handicap. Due to their handicapped condition, they are limited not only in the exploration of their immediate environment, but also may suffer from substandard home conditions, ethnic restrictions, or language deprivation. Thus, special funds have been allocated to enrich programs and services which will meet the educational needs of handicapped children.

HISTORY

With the advent of federal aid to education, the increase in available funds has encouraged the creation and development of additional innovative projects and programs for handicapped pupils. Title I of the Elementary and Secondary Education Act of 1965 funded the first federal program. The intent was to assist in the identification, prevention, and amelioration of deficiencies in fundamental academic skills, attitudes, and social skills caused by adverse environmental conditions and limited school and community experiences.

The emphasis soon changed from mere raising of achievement levels to assessment of pupil learning disabilities and provisions for individualized, prescriptive, learning experiences. Components were added that stressed reading improvement and English as a second language. In addition, psychological and supportive services were expanded. Title I funds provided school pupils with audiological and psychological services, as well as in-service education to nonpublic school teachers of the handicapped.

Additional ESEA funds from Title III provided audiovisual materials and library books for Special Education Branch schools.

Title VI, ESEA, offered the District an opportunity to submit further innovative projects for funding. The first of a two-phase in-service training project under this title began in Summer, 1968, and the second phase has been completed. The main features of this project included the use of videotape for in-service education of Branch teachers in the areas of instructional materials, mathematics, science, programmed reading, speech and language in addition to in-service education for nonpublic school teachers of emotionally disturbed children.

SUMMARIES OF FEDERALLY FUNDED PROJECTS

A. Assessment Service Center

Title III, ESEA funds were provided in 1969-70 to establish and experimentally develop the concept of assessment service centers. Original plans were designed to convert Sophia Salvin (formerly Washington Boulevard), McDonnell Avenue, and Frances Bland schools into assessment service centers throughout the District. In 1970-71, the concept was expanded to include all Branch schools. The assessment aspect of the center provided for:

(1) the identification of pupils needing improvement in academics, communication, visual-motor, and social skills; (2) the in-depth evaluation of specific learning disabilities; and (3) an individualized educational plan of instruction for every pupil in the program.

The service portion of each center included an instructional materials resource room staffed by a resource teacher and clerk. Vital components of the program included intensive in-service education of teachers as well as orientation sessions for parents.

B. Special Education for the Handicapped Project . . . An Enrichment Program

ESEA Title I funds for 1970-71 were granted to improve the proficiency of disadvantaged handicapped pupils at Pacific Boulevard, Salvin and McDonnell Avenue schools. Funding was made available for the specific purpose of providing enrichment in reading, mathematics and oral language, as well as providing for pupil assessment, intergroup relations, parent involvement, and staff development.

C. Sequenced Instructional Programs in Physical Education for the Handicapped

The physical education aspect of the instructional program for handicapped pupils is an integral part of a system-wide plan to reorganize and reconstitute instructional offerings for handicapped pupils in the Los Angeles Unified School District, based upon the assessment service center concept described above. A twenty-month physical education research project, under Public Law 88-164, was approved by the United States Office of Education. This project, funded from April 20, 1969 to December 27, 1970, was designed to provide and field test developmentally sequenced instructional activities in physical education, appropriate for handicapped pupils from preschool through high school. Areas included in the development of sequenced activities included motor development, fundamental rhythms, physical fitness, playground and swimming skills. The project design also included the development of audiotapes and/or single concept cartridge films to help individualize instruction.

D. Vocational Education Act

The Vocational Education Act, Public Law 90-576, Part B, started in March of 1970, has allocated special funding for handicapped youths. Under this Act, the Special Education Branch has implemented programs in the areas of practical skills, student advisement services, and occupational training. The chapter on Occupational Training and Rehabilitation Services describes these programs in detail.

6. Disorders Communicative Clinic

This component of the assessment service center project, initiated under Title I Nonpublic Schools, and partially funded under Title III, has provided audiological examinations and evaluations for culturally disadvantaged children with hearing problems. These children have been evaluated at the Center for the Study of Speech and Hearing, located on the campus of the University of Southern California. Referral procedures have been established and eligible pupils from nonpublic, as well as public schools, have been receiving services at the Communicative Disorders Clinic.

Questions regarding these programs should be referred to Patrick Ewan, Coordinator, Specially Funded Branch Programs, 625-6811, Ext. 2784.

EPILOGUE

The individual -- his growing independence, skill, purposefulness and freedom -- is the focal point of the American educational enterprise. It is assumed, of course, that society as a whole develops and prospers when its citizens are educated. Special Education as an aspect of education in America developed because of this traditional commitment to provide maximum educational opportunity for all persons in accordance with their needs and abilities.

A system of universal education means that opportunities are not denied to any child. Potentialities for making a contribution to society are not made a test for entering the schools. Education for all is based on the fundamental concept of society's responsibility to educate every individual to the full extent of his capacities, whatever they may be or however attenuated by special circumstances.

A commitment to every child thus includes a commitment to those with vision, speech, hearing and learning problems, the mentally retarded, physically handicapped, the child with emotional and social problems, and children with special learning problems as well as those with outstanding abilities and talents. Providing education for these children requires a variety of specialized services and instructional programs, even when they are costly and necessitate radical innovation in traditional educational structures. In the view proposed here, there is no dividing line which excludes some children and includes others in educational programs.

While the right to education for all is an American tradition reflected in its leading philosophical systems, laws, and educational practices, a commitment to this tradition in the case of exceptional children presents a particular challenge to the schools. Children who are blind, deaf, physically handicapped or mentally retarded, children with poor mental health, and those who have unusual learning patterns, giftedness and special talents are frequently unable to attain full education from the ordinary opportunities provided by the schools. These children have needs such as very specialized diagnostic and instructional services, the opportunity to view themselves and others in a healthy manner, and to experience wholesome community interactions. Many exceptional children also need to begin their school experiences at an earlier age than is usual for children in our society. Further, they may need formal educational services well into adulthood. Many require services from health and social agencies which are closely coordinated with school programs. Meeting these needs is essential to the total development of exceptional children as individuals and as members of society.

The rapid growth of Special Education services, attempts to improve such services, the insistent urging of groups of parents of handicapped children for more services, the frequent legislative studies at both state and national levels, and other forces have served to create many issues regarding the direction and kinds of services to be provided for exceptional children. Fundamental questions concerning the roles of the school and other agencies, who should be educated, and family rights with regard to the education of children are being raised. These issues must be studied and policy decisions made if the American tradition of education for all is to be reflected in a meaningful commitment to the education of each child.

* Statement of Policy by the Council for Exceptional Children of the National Education Association (1966).

APPENDIX

DATES AND HIGHLIGHTS IN THE DEVELOPMENT OF SPECIAL EDUCATION IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT

Year	PROGRAMS FOR THE BLIND
1917	Classes for the Blind
1926	Blind and Sight Saving classes become Frances Blend School (1952)
1950	Adams, John, Jr. High School, special day classes for the Blind
1961	Organization of classes for the visually handicapped as integrated classes
1964	Mobility Training for the Blind, Marshall High*
1966	Partially Seeing class for Educable Mentally Retarded, Lockwood (Elementary)
1969	Blind Deaf Preschool classes
	PROGRAMS FOR THE DEAF
1926	Classes for the Deaf (Elementary)
1929	Classes for Deaf and Hard of Hearing (Secondary)
1929	School for Deaf and Hard of Hearing
1930	School for the Deaf and Hard of Hearing*
1941	Bennett, Mary E., School for the Deaf (Elementary)
1950	Hyde Park Boulevard School for the Deaf (Elementary)
1961	Integrated classes for Hard of Hearing (Secondary)
1962	Manual Communication Class for the Deaf, Pacific Boulevard (Elementary)
1964	Pre-School Deaf class, Lokrantz
1967	Morton School for the Deaf
1968	Blind Deaf Preschool classes

*Closed

Year	PROGRAMS FOR THE ORTHOPEDICALLY HANDICAPPED AND OTHER HELPS for IMPAIRED
1927	Classes for the Crippled and Delicate
1930	School for the Crippled (Secondary)
1936	Washington Boulevard School, Handicapped (Elementary) (Sophie Salom School)
1939	School for the Crippled (Secondary)*
1941	Widney, Joseph Pomeroy, High School, Handicapped
1945	Pacific Boulevard School, Handicapped (Elementary)
1949	Lowman, Charles LeRoy, Handicapped (Elementary)
1950	Shoemaker, Harlan, School, Handicapped (Elementary)
1955	Valley Branch of Widney High School, Handicapped
1960	Harlan Branch of Widney High School, Handicapped
1961	San Wayne Rehabilitation Center class – Branch of Washington Boulevard, Handicapped (Elementary)*
1961	Lokrantz, Sven, School, Handicapped (Elementary)
1961	Selvy, C. Morley, School, Handicapped (Elementary)
1961	U.C.L.A. Medical Center – Branch of Washington Boulevard, Handicapped (Home and Hospital)
1964	Miller, Joaquin, High School, Handicapped Formerly Valley Branch of Widney High School

DATELINE HIGHLIGHTS IN THE DEVELOPMENT OF SPECIAL EDUCATION IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT (Continued)

YEAR	PROGRAMS FOR THE ORTHOPEDICALLY HANDICAPPED AND OTHER HEALTH IMPAIRED (Continued)
1965	Integrated class for the Physically Handicapped, Ayrshire St. (Elementary)
1965	Miller High School, Handicapped, Six-year secondary school
1966	McBride, James J. School, Handicapped (Elementary)
1970	McDonnell Avenue School – Opened classes for physically handicapped
	OTHER PROGRAMS
1959	Welfare classes for the Retarded
1971	Classes providing speech correction
1954	Class for Educationally Handicapped, Teacher Training, California State College at Los Angeles – Branch of Pacific Boulevard School
1955	Driver Training, Widney High School and Miller High School, Handicapped
1955	Class for the Aphasic children Pacific Boulevard (Elementary)
1955	Educationally Handicapped class at California State College at Los Angeles transferred to Los Angeles County Schools Offices
1963	New classes at Children's Rehabilitation Center – Branch of Pacific Boulevard (Elementary)*
1968	Educationally Handicapped Tutorial Programs (Elementary and Secondary)

Closed

YEAR	OTHER PROGRAMS (Continued)
1967	Educationally Handicapped Learning Disability Group (Elementary)
1972	Educationally Handicapped – 69 total classes
	DEVELOPMENT CENTERS FOR HANDICAPPED MINORS (DCHM)
1968	Child Development Centers for Handicapped Minors (Licensed)
1969	108th Street Development Center (Century)
	HOME AND HOSPITAL TEACHING
1973	Hospital teaching at Los Angeles County Hospital (Elementary)
1975	Hospital teaching at Orthopaedic Hospital (Elementary)
1975	Hospital classes at Olive View Hospital. Secondary classes established in 1938 and name changed to Joaquin Miller. Reorganized and became branch of Widney High School in 1961.
1938	Hospital classes at Olive View Hospital (Elementary)
1930	Home Teaching
1945	Children's Hospital became Bienvenue Certain School for the Handicapped (1952)*
1950	Hospital teaching at Harbor General Hospital – Branch of Shoemaker (Elementary)
1952	Hospital classes at Shriners Hospital – Branch of Washington Boulevard (Elementary)

DATES AND HIGHLIGHTS IN THE DEVELOPMENT OF SPECIAL EDUCATION IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT (Continued)

YEAR	HOME AND HOSPITAL TEACHING (Continued)
1962	Talented Program (Elementary and Secondary)
1963	Educationally Handicapped class, Children's Psychiatric Unit, Los Angeles General Hospital Branch of Pacific Boulevard (Elementary)
1970	Carlton, Berenice, Hospital School

YEAR	SPECIALLY FUNDED PROGRAMS
1965	ESEA -- Title I
1966	Federally Funded Programs (Elementary and Secondary) Education Act, Title I
1968	ESEA -- Title VI
1969	ESEA -- Title III
1969	Physical Education for the Handicapped for Learned Instructional Programs
1970	Vocation Education Act included handicapped

YEAR	SPECIAL SERVICES FOR HANDICAPPED PUPILS
	SPECIAL SERVICES FOR HANDICAPPED PUPILS (Continued)
1945	Liaison established with State Department of Rehabilitation
1953	Student Rehabilitation Advisement Service
1954	Occupational Training Program
1965	Educationally Handicapped class, Sylvan Park (Elementary)
1965	Vocational Counseling
1968	Assessment Service Program

YEAR	PROGRAMS FOR THE MENTALLY RETARDED
1917	Classes for the Mentally Retarded
1961	Child Development Centers (Trainable Mentally Retarded)
1965	San Fernando Valley State College -- Branch of Lokrantz School -- Classes for the Trainable Mentally Retarded, Other Programs
1968	McDonnell Avenue School, Trainable Mentally Retarded (Elementary)
1969	Harbor South School for Trainable Retarded (Elementary)
1970	East Valley School (Trainable Mentally Retarded)
1970	Ninth Street School (Secondary Trainable Mentally Retarded)

*Closed

LOS ANGELES UNIFIED SCHOOL DISTRICT

DEPUTY SUPERINTENDENT

DIRECTORY

SPECIAL EDUCATION BRANCH
EDUCATION AND SERVICE FACILITIES
Office of the Deputy Superintendent

Los Angeles City School Districts
450 North Grand Avenue
Los Angeles, California 90054

Ernest P. Willenberg, Ed. D., Director
Telephone: 625-6811, Ext. 2775
Dorothy B. Carr, Ed. D., Assistant Director
Telephone: 625-6811, Ext. 2779

ELEMENTARY

Schools

Bernshaw, Benjamin (Handicapped)
13814 S. San Pedro Street
Los Angeles, Calif. 90061
324-6660

Bennett, Mary E. (Deaf)
188 S. Burlington Avenue
Los Angeles, Calif. 90057
483-3211

Bland, Frances (Blind)
5210 Clinton Street
Los Angeles, Calif. 90004
464-5582

East Valley School (Trainable Mentally Retarded)
10862 Whipple Street
North Hollywood, Calif. 91602
983-7100

Hyde Park Boulevard School (Deaf)
3140 Hyde Park Boulevard
Los Angeles, Calif. 90043
752-4865

Lakeranto, Susan (Handicapped)
19451 Miyamoto Street
Reseda, Calif. 91335
886-6960

Spencer Education Center (Trainable Mentally Retarded)
(Branch of Lakeranto School)
18230 Vincennes Street
Northridge, Calif. 91324
349-1440

Lowman, Charles L. (Handicapped)
12827 Saticoy Street
North Hollywood, Calif. 91605
765-3404

Morton School (Deaf)
4600 Santa Monica Drive
Los Angeles, Calif. 90038
256-7410

McBride, James J. (Handicapped)
3860 Centinella Avenue
Los Angeles, Calif. 90066
391-0500

McDonnell Avenue (Handicapped)
4535 E. First Street
Los Angeles, Calif. 90022
269-0361

Pacific Boulevard (Handicapped)
6714 Pacific Boulevard
Huntington Park, Calif. 90256
582-6373

Salvin, Sophie T. (Handicapped)
1935 Budlong Avenue
Los Angeles, Calif. 90007
731-0703

Slattery, C. Worley (Handicapped)
15805 S. Budlong Avenue
Gardena, Calif. 90247
327-1202

Shoemaker, Marian (Handicapped)
424 Weymouth Avenue
San Pedro, Calif. 90732
833-7050

Tele-Class Centers

Lokrantz School
Loeaman School
Slattery School
Salvin School

SECONDARY

Schools

Widney, Joseph P. (Handicapped)
2302 S. Gramercy Place
Los Angeles, Calif. 90018
731-6633

Harbor Branch (Widney)
1301 W. 182nd Street
Gardena, Calif. 90247
323-0283

Marlton School (Deaf)
4000 Santa Thomas Drive
Los Angeles, Calif. 90008
296-7410

Miller, Joaquin (Handicapped)
9218 Vanalden Avenue
Reseda, Calif. 91335
345-0950

Ninth Street School (Trainable
Mentally Retarded)
620 Towne Avenue
Los Angeles, Calif. 90021
627-6468

Tele-Class Centers

Widney High School
Harbor Branch (Widney)
Joaquin Miller High School

Health Centers and Maternity Homes
Served by Widney High School

Booth, Maud (Maternity Home)
Crittenton, Frances (Maternity Home)
Northeast Health Center
St. Anne's (Maternity Home)
South East Health Center
South Health Center
Southwest Health Center
Wilmington Health Center
Venice Health Center
Pacoima Health Center

OTHER CLASSES AND CENTERS

Educationally Handicapped Classes

McBride School
Pacific Boulevard School
Salvin School
Shoemaker School
(Four classes in Elementary Schools)
Marlton
Miller

Trainable Mentally Retarded Schools and Centers

Bannaker School
East Valley School
Lokrantz School (Valley State Special Education Center)
Lowman School
McBride School
McDonnell Avenue School
Pacific Boulevard School
Salvin School
Sellery School
Shoemaker School
Ninth Street School

Cooperating Workshops

Crippled Children's Society of L.A. County
2500 S. Hope Street
Los Angeles, Calif. 90039
464-7201

Crippled Children's Society of L.A. County
6530 Winnetka
Woodland Hills, Calif. 91364
346-6260

Goodwill Industries of Southern California
342 San Fernando Road
Los Angeles, Calif. 90031
223-1211

Development Centers for Handicapped Minors

Lowman School Center
765-6310

108th Street Center (Branch of Sellery School)
756-8810

Pre-School Deaf & Hard of Hearing Centers

Salvin School
Lokrantz School

Home Teaching Hospital School

625-8911, Ext. 2794

Children's Hospital
Children's Hospital Rehabilitation Center
Harbor General Hospital
Los Angeles County/USC Medical Center
Olive View Sanitarium
Orthopaedic Hospital
Shriners Hospital
U.C.L.A. Medical Center

OFFICES

Deaf & Hard of Hearing
Office: 450 North Grand Avenue
Maurice V. Moriarty, Coordinator
Principal, Berenice Carlson Hospital School
Telephone: 625-6811, Ext. 2788

Blind & Partially Seeing
Office: 450 North Grand Avenue
Ralph Salaway, Supervisor
Telephone: 625-6811, Ext. 2871

Speech & Hearing
Office: 5210 Clinton Street
Esther Herbert, Supervisor
Telephone: 468-1189

Student Rehabilitation and
Occupational Training
Office: 450 North Grand Avenue
Morris E. Hay, Supervisor
Telephone: 625-6811, Ext. 2781

Remedial Physical Education
Office: 450 North Grand Avenue
Lyonel Averoa, Project Coordinator
Telephone: 625-6811, Ext. 2885

Educationally Handicapped
Office: 450 North Grand Avenue
Eugene R. Greenfield, Specialist
Telephone: 625-6811, Ext. 2794

Trainable Mentally Retarded and
Development Centers for
Handicapped Minors
Office: 450 North Grand Avenue
William E. Starr, Supervisor
625-6811, Ext. 2791

Orthopedically Handicapped or Other
Health Impaired
Office: 939 Yale Street
Mrs. Marjorie Husenik, Coordinator
Telephone: 625-6811, Ext. 2794

Driver Training
Office: 450 North Grand Avenue
Joseph Reynolds, Specialist
Telephone: 625-6811, Ext. 2781

Psychological Services
Office: 450 North Grand Avenue
Stella Cable, Coordinator
Telephone: 625-6811, Ext. 2876

Specially Funded Programs
Office: 450 North Grand Avenue
Patrick Estes, Coordinator
Telephone: 625-6811, Ext. 2794

Special Education Personnel
Office: 450 North Grand Avenue
Marjorie C. Gage, Specialist
Telephone: 625-6811

RECRUITMENT OF PROFESSIONAL PERSONNEL

Selection Process

Selecting and assigning of Special Education Branch personnel is on the basis of qualification and fitness. New personnel are elected in categories which reflect the employment standards of the District. Candidates are screened and evaluated on a merit basis relative to possession of qualities and abilities essential for working with exceptional children. Prior teaching, related employment, appropriate preparation and training are important considerations. Teachers may be assigned on a substitute or provisional basis pending completion of requirements for probationary status. Permanent status is granted upon satisfactory completion of a three year probationary period. Physical and mental fitness as evidenced by a certificate from the Health Services Branch of the Los Angeles City Unified School District is required.

Credentials

Minimum standards for teachers in the Special Education Branch programs are influenced primarily by State credential requirements. A valid standard teaching credential with authorization to serve as a teacher of exceptional children in a specialized preparation area such as mentally retarded, blind and partially seeing, deaf and hard of hearing, orthopedically handicapped, or speech correction is required. Partial fulfillment or a provisional credential may be allowed when an individual has fulfilled specified portions of credential requirements.

Professional Advancement

The staff is encouraged to participate in special programs and to apply for grants which provide for professional advancement. Opportunity is also provided for participation in faculty workshops, clinic conferences and professional meetings of educational and related professional groups.

Staff Training and Development

The Special Education Branch provides for planned staff development at elementary and secondary levels which include teacher training, in-service education and leadership training for personnel and orientation for new teachers.

FOR FURTHER INFORMATION

Inquiries regarding application for positions in the Special Education Branch of the Los Angeles City Unified School District should be directed to:

Personnel Supervisor
Special Education Branch
Los Angeles City Unified School District
450 North Grand
Los Angeles, California 90012 (213-625-6811)